

SCHOOL DISTRICT PROFILES

Each year the State Department of Education publishes a wide variety of information about Idaho school districts including: number of certified personnel and employees in non-certified positions, accreditation reports, financial summaries, teacher supply and demand, and similar studies. In addition, the department collects information from the districts ranging from school bus inspection reports to school immunization reports. This information is published and updated annually; it is available upon request as long as supplies last. File information is generally available for public inspection during normal business hours.

Many parents and patrons, however, ask specific questions that include: How much does my school district spend on instruction? How do the students perform on standardized tests? And how much are teachers paid? While the answers can be found within the department's information collection, this publication of the *Profiles: Idaho School Districts* is intended to provide a preview of school district highlights which includes data on pupils, personnel and finance.

District Information

A. Superintendent's Highlights

The information reported in this section was provided by each district superintendent.

B. Progress Towards Meeting District Goals

Information reported in this section was provided by each district superintendent. The district outlined some of their most important goals and discussed progress towards meeting those goals.

C. Fall Enrollment

The net number (enrollment minus withdrawals) of students enrolled in the district as of November 6, 1998.

D. Average Daily Attendance (ADA)

The aggregate days of attendance of the school district divided by the number of days school was actually in session. This calculation provides Full-Term ADA.

State Ranking per ADA: Rank represents how the district compares in ADA to the other public school districts in Idaho (high to low, 1 being the highest of 112 public school districts).

E. Number of School Sites

Number of school buildings that a district has for elementary and secondary grades. Contracted services and detention centers are not included. Districts that serve all grades in one building were considered to have one (1) elementary building and one (1) secondary building.

F. Accreditation of Schools

Based on evaluations made by the State Accreditation and Review Committees, schools are "Approved," "Approved with Merit," "Approved with Warning" or "Not Approved" from the list of accredited schools. The State Accreditation and Review Committees consider the significance of deviations in assigning ratings.

A school is classified as "**Approved**" when it equals or exceeds the standards of the Association. A school may be "Approved with Comment" when it has only minor deviations from a particular standard or standards.

Schools "**Approved with Merit**" are those schools that have significantly exceeded all accreditation standards and have successfully met all requirements outlined in the merit process. This classification also includes those schools "Approved with Exemplary" that have a quality school program including innovations, exemplary programs, achievements, outcomes, research, etc. These elements are over and above the existing accreditation standards.

Schools are placed on the "Advised" list when no observable effort has been made, by the second year, to correct deviations from a standard upon which comment was previously made. A school is classified as "Advised" when it deviates from one or more standards. An "Approved with Comment" classification need not precede an "Advised" classification.

A school is classified as "**Approved with Warning**" when it substantially deviates from one or more standards. Warning is usually given after a school has been "Advised" and the deviation persists. A school may be moved from "Approved" to "Warned" when the deviations are such that they should not be allowed to persist beyond the current year.

A school shall be classified as "**Not Approved**" after two consecutive "Warned" assignments, with the understanding that the State Accreditation Committee has the authority to liberalize this rule. If such an exception is made, the State Accreditation Committee should follow it with an explanation.

State funds will be withheld and a report to the public will be made whenever a school's accreditation status is "Not Approved" for more than one consecutive year. Appeals must be made to the State Superintendent of Public Instruction within 45 days of the date on which respective schools receive notification. The State Superintendent of Public Instruction has authority to take the appeal to a committee composed of the State Superintendent of Public Instruction/designee, State Board of Education Chair/designee, and an educational

practitioner jointly appointed by the State Superintendent of Public Instruction and Chair of the State Board of Education. Recommendations of the committee will be forwarded to the State Board of Education for disposition. The State Board of Education's decision is final.

G. National School Lunch Program

The information shows the average daily participation (ADP) of students participating in the school lunch program. In addition, the average daily participation (ADP) of students that received federal assistance for free and reduced lunches is also reported.

H. Pupil Transportation Program

Information shows the average daily ridership in the 1997-98 school year. The type of transportation operation used by the district is also reported. Districts have the option to contract to a private company for transportation or operate their own transportation system.

Pupil Information

A. Graduates

Shown here are the number of students who received high school diplomas and certificates of completion. Graduate counts are from September 1, 1998 through August 31, 1999.

General Educational Development (GED) attainments are reported at a state level only for the calendar year ending December 31, 1998, and include only those awarded to students nineteen years of age and younger.

B. Dropouts

Shown here are the number and percentage of students (grades nine through twelve) who left school between May 31, 1998 and May 31, 1999 and could not be accounted for by transfer to another district or state, by death, or by other circumstances. The dropout percentage for each grade is calculated by dividing total dropouts in each grade by total enrollment in each grade. This method of calculating dropouts is called the "Event Dropout Rate".

C. Student Ethnicity

Student ethnicity is extracted from the 1998-1999 Idaho Basic Education Data System. Schools assign students to ethnic categories based on observation by teachers and administrators if other data is not available.

D. Limited English Proficient (LEP) Students

The Limited English Proficient student is defined as a student whose home language background is not English, and meets one or more of the following criteria:

- \$ Language assessment scores indicate he/she is English language proficient based on the standardized score of 3 or lower as measured by language tests such as the Language Assessment Survey (LAS) and the Woodcock-Munoz Language; or
- \$ Scores on the Iowa Test of Basic Skills (ITBS) is below the 40th percentile; or
- \$ Report grades, teacher observations, and other performance data that show the student is not performing at grade level with his/her English-speaking peers.

E. Special Education Students

The term "special education" means uniquely designed instruction, at no cost to parents or guardians, to meet the special needs of a child with a disability. To be counted as a special education student, the child must meet the eligibility criteria for one of the 13 disabilities categories listed in the Individuals with Disabilities Education Act (IDEA) and have a current Individual Education Program (IEP) for the year the child is counted as receiving special education.

F. Gifted and Talented Students

Gifted and talented children are those students who are identified as possessing potential or demonstrated abilities that give evidence of high performing abilities in one of the following five talent areas: intellectual, specific ability, leadership, creativity or visual/performing arts.

G. Testing

Testing is an on-going part of every student's school career. Students are tested in classes as one way of measuring how well the materials have been learned. Students are also periodically tested on basic skills and information as a way of assessing their academic progress. In Idaho, as in most states, students are also tested to evaluate their progress in comparison to their peers throughout the nation. The statewide testing program is an important way to ensure that Idaho's educational program is comparable with programs offered in other states.

Idaho students (grades three through eleven) are tested each October with a national standardized test. Grades three through eight are tested with the Iowa Tests of Basic Skills (ITBS) and the high school level students are tested with the Tests of Achievement and Proficiency (TAP). The ITBS and the TAP are available in a survey battery and a complete battery. Idaho uses the complete battery in grades three, five, seven, and nine and the survey battery in grades four, six, eight, ten and eleven. This method allows schools to collect data on the core subjects of reading, language arts, and mathematics every year and

data on science and social studies every other year.

Results for each school district are reported as average standard score (SS), the average SS: student norms, and the average SS: school norms. The standard score is a developmental score that is best used in a district or school building to help determine strength and weakness in basic skill curriculum. The student norms indicate, in percentiles, how the students in Idaho and the individual districts compare to the same grade level

students in the national norming sample. School norms give a percentile indication of how the Idaho schools, containing a certain grade level, compare to the school in the national norming sample. The graphs in this document focus on the average SS: Student Norm, Core Total.

The "Direct Writing Assessment" is an Idaho developed writing examination that has been given for several years to the state's eighth and eleventh grade students. In 1995, this assessment was expanded to include the fourth grade. These assessments also use a five point holistic scoring standard, ranging from a low of one to a high of five. Students scoring a three or higher are termed "Satisfactory at Grade Level".

All Idaho districts participate in the state developed "Direct Mathematics Assessment" for grades four and eight. Scores range from a low of one to a high of five. Students receiving a score of three or higher are termed "Satisfactory at Grade Level" on the assessment, using a holistic scoring standard.

Personnel Information

A. District Personnel

Personnel are shown as full-time equivalent (FTE). ADA to FTE indicates the student-teacher ratio. Elementary student-teacher ratios are calculated using elementary ADA and secondary student-teacher ratios are calculated using secondary ADA. All other student-staff ratios are calculated using total district ADA.

Elementary and secondary teachers include special education, art, music, and physical education teachers. Administrators include superintendents, assistant superintendents, principals and assistant principals. Other Certified personnel include directors, supervisors, coordinators, school counselors, social workers, and psychologists. Non-certified personnel include support staff such as cooks, secretaries, custodians and classroom assistants.

B. Teacher Salaries

Each school district establishes its own salary schedule. Average salary does **not** include extra pay for non-teaching duties such as coaching, chaperoning school events, or offering special student activities that are in addition to normal teaching responsibilities. Also shown is the school district average salary ranking within the state.

Financial Information

A. Revenues

A school district receives revenues from taxes levied against property, from other local sources (such as investment earnings or rental of facilities), from the state (appropriated by the Idaho Legislature from state revenues), and from federal funds (to support federal programs offered within the district). Revenues are shown here as they are allocated for

day-to-day maintenance and operation (M&O) of the district and as they are used for all activities, including general M&O, debt retirement, school lunch program, school plant facilities, and federal programs.

B. Expenditures

Expenditures are shown as M&O Instruction (spending related to the classroom and interaction between students and teachers), M&O Support Services (personnel and activities in support of the instructional program, such as counseling), and M&O Other (non-instructional activities such as the transportation program) by dollar amount and by percentage of spending in each area to total expenditures, and by spending in each area per pupil in average daily attendance.

C. Tax Levies

Shown here are the September market values (for assessment purposes) of the property within the school district, the market value per pupil in average daily attendance, and the ranking of the district's market value per ADA within the state. Total General M&O Levies include all levies used to generate funds to maintain and operate the district's day-to-day program. Total District Levies include M&O levies and any additional levies approved by voters, such as plant facility or bond levies.